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Catalog Supplement

2007-2008

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2007-2008 Catalog Supplement

Mount St. Mary's College publishes a catalog every two years. This catalog supplement contains additions to and changes in the 2007-2008 Catalog. For all other information, please refer to the current catalog.

While efforts have been made to ensure the accuracy of the statements in this catalog supplement, students must understand that curricular and degree requirements contained herein are subject to change or deletion. Students should consult with the appropriate department or graduate division for the most current information as well as for any special rules or requirements.

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Academic Calendar

Fall Semester, 2007

8/24 – 8/25	Chalon Orientation
7/21 – 7/22	Doheny Orientation
8/25	Transfer
8/27	Fall Semester Begins
9/3	Labor Day Holiday – College Closed
10/18 – 10/19	Mid-Semester Break – No Classes
11/22 – 11/23	Thanksgiving Holiday – College Closed
12/10 – 12/13	Final Exams
12/14 – 1/13	Christmas Break – No Classes

Spring Semester, 2008

1/11	Spring Orientation
1/14	Spring Semester Begins
2/18	President's Day Holiday – College Closed
3/17 – 3/21	Spring Break – No Classes
3/21	Good Friday – College Closed
3/23	Easter Monday – No Classes
5/5 – 5/8	Final Exams
TBA	Commencement

Financial Aid Updates

Short-term Loan (MSMC Catalog page 23)
One short-term loan is available to full-time, traditional undergraduate students. Please see details below.

Academic Emergency Loan: This loan is available during the first two weeks of each semester to current, full time, traditional undergraduate students holding 12 units or more to assist them with academic expenses.

Students may borrow up to $150 per semester through this loan for academic expenses only (such as books). Applications are available at the Student Affairs Office, Building 7. Applications will be reviewed by a loan officer and a meeting may be required. Applications may take up to 2 business days to be processed.

Expenses for 2007-2008 Academic Year

All tuition and fees are subject to change without notice. Tuition, fees and room & board are payable to the Business Office on or before the Financial Clearance Deadline set for each term.

A. TUITION

Undergraduate

Full-time (*With 12-18 units/semester*)	
Traditional	$ 24,550.00/year or $12,275.00/semester
Accelerated BSN	$24,876.00/year or $12,438.00/semester
Full-time (*In excess of 18 units/semester*)	
Part-time (*Less than 12 units/semester*)	
Traditional	$945.00/unit
Accelerated BSN	$958.00/unit
Associate Degree in Nursing (A D N)	$615.00/unit
Weekend College – Undergraduate	$557.00/unit

Graduate

Graduate Extension	$35.00/unit
Graduate – HPM/CP	$371.00/unit
Master's Degree Programs	$662.00/unit
Doctor of Physical Therapy (DPT)	$614.00/unit

B. COLLEGE SERVICES FEE – Per Semester ; Not Refundable

Undergraduate (*With 7 or more units/semester*)	$ 404.00
Undergraduate (*With 6 or less units/semester*)	$ 100.00
Associate Degree in Nursing (A D N)	$ 50.00
Weekend College	$ 100.00
Graduate	
Master's Degree *(Excluding Certificate Students)*	$ 100.00
Doctor of Physical Therapy (DPT)	$ 404.00

C. GENERAL FEE

Late Registration Fee – Per Semester	
Weekend College	$ 100.00
Graduate	$ 100.00
(*After published dates and time of registration*)	
Late Clearance Fee – Per Semester	
Undergraduate & DPT	$ 200.00
Graduate, A D N & Weekend College	$ 100.00
(*After published Financial Clearance Deadline*)	
Transcript Fee – Per Copy	$ 10 .00
Returned Check Fee – Per NSF Check	$ 100.00

D. PARKING PERMIT (*Including LA City Tax*)

Undergraduate & DPT	$325.00/year
A D N, Accelerated BSN, Graduate & Weekend College	$165.00/year
Daily Parking	$4.00/day

E. STUDENT HEALTH & ACCIDENT INSURANCE

Mount St. Mary's College does not determine student Health and Accident Insurance Premiums. Insurance premiums are based on prevailing insurance market conditions/rates.

1. **Undergraduate Students**

   Health & Accident Insurance is required of all Undergraduate Students enrolled in nine (9) or more units. The coverage/annual insurance premium of $1,219.00 effective from 08/25/07 to 08/25/08 will be automatically charged to the Student's Statement of Account in the Fall 2007 Semester. Students enrolling for the first time in the Spring 2008 Semester will be charged the premium of $765.00 effective from 01/09/08 to 08/25/08. Students who have personal insurance may elect not to participate in this plan. As such, an Insurance Waiver Form, together with the proof of coverage, must be submitted to the Business Office no later than the published Financial Clearance Deadline set for each term for this charge to be removed from the Student's Statement of Account. The Insurance Waiver must be renewed in the Fall Semester of each new academic year.

2. DPT & ADN Students

   Coverage is available on a voluntary basis. For voluntary enrollment, contact the Business Office.

3. International Students are required by law to carry a minimum of $75,000.00 in Health and Accident Insurance. Proof of adequate insurance must be provided prior to admission.

F. ROOM & BOARD

Residence (Chalon & Doheny)	Per Year	Per Semester
1. Board and quadruple room	$ 8,021.00	$4,010.50
2. Board and triple room	$ 8,613.00	$4,306.50
3. Board and small double room	$ 9,184.00	$4,592.00
4. Board and large double room	$ 9,620.00	$4,810.00
5. Board and single room	$10,163.00	$5,081.50
6. Board, single room, and half-bath	$10,609.00	$5,304.50
7. Board, single room with full- bath	$11,600.00	$5,800.00

G. REFUND POLICY

The following formulas will calculate the tuition/room & board refund amount and will credit the Student's Account accordingly. The Refund Table, with specific refund dates, will be published in the student newspaper, distributed to student services departments and posted on the Business Office Website/bulletin board during the academic year. Refunds will be issued ONLY when there is a Negative Amount Due, without Pending Financial Aid, on the Student's Account.

For Tuition: Enrollment Period	**% of Refund**
Withdrawal/drop on or before the last day of the published add/drop date	100%
After add/drop date and through 10% of enrollment period	90%

Between 11% and 25% of enrollment period	50%
Between 26% and 50% of enrollment period	25%
After 50% of enrollment period	0%

Tuition Refund: The last date of attendance indicated on the Withdrawal/Leave of Absence (LOA) Form that is filed with the Registrar's Office will be used to calculate reduction of charges for Tuition.

For Room & Board: Room Occupancy Period	**% of Refund**
Withdrawal/drop on or before first day of class or first day	100%
After first day, through first 10% of occupancy period	90%
Between 11% and 25% of occupancy period	50%
Between 26% and 50% of occupancy period	25%
After 50% of occupancy period	0%

Room & Board Refund: The date on which residents remove all belongings from their residence hall rooms and return the keys is used to calculate reduction of charges for room and board.

Reductions will first be credited against a student's financial aid, if any, before a balance accrues to the student. Refunds will not be made in case of suspension or dismissal.

Tuition for all students, including those whose tuition payments have been deferred, becomes an obligation in accordance with the provisions of the reduced charges. When all grants, scholarships or loans do not cover the withdrawal or change of tuition charge, the student will be responsible for the amount due.

Changes in Academic Policy

Grades (MSMC catalog page 33)

(omitted from catalog)

RD Report Delayed (deleted) not a valid grade

Grading Policies (MSMC catalog page 34)

All lower division courses required by the major or minor must be completed with no grade lower than a C- and an overall departmental GPA of 2.0 or above. An exception to this college policy occurs when a grade of C (2.0) for departmental prerequisites/requirements is mandated by an outside licensing board, e.g., California Board of Registered Nursing.

All upper division courses required by the major or minor must be completed with a grade of C (2.0) or above.

Transcripts (MSMC catalog page 41)

Transcripts are issued at the written request of students or graduates to the Office of the Registrar. At the close of each term, transcripts for registered students must be held for inclusion of grades for the term, and therefore will not be available for approximately three (3) weeks. Partial transcripts will not be issued. At times other than the close of the term, the normal period required for processing transcripts is 5 working days. No transcript will be released unless all indebtedness to the college has been satisfied. All transcripts are $10.00 each. Upon completion of degree, students are entitled to a complimentary transcript.

Triple Counting Courses

The following conditions apply to double or triple counting of a General Studies course:

A course may not fulfill more than one category in Area III.

With the exception of PHI 5 and PHI 10, no course from Areas I-IV may double count to satisfy a requirement in Area V.

When completing a double major, no more than 9 upper division units may be double counted to satisfy requirements for both majors.

Please note: This policy thus allows a course to double or triple count in Areas I, II, IV, and VI. Only Phi 5 and Phi 10 double count to satisfy Area V. This means, for example, that Phi 10 double counts as Critical Thinking (Area II) and Philosophy (Area V), Phi 155 double counts as Philosophy (Area V) and QL2 (Area VI) and Phi 5 triple counts (as Critical Thinking (Area II) as Philosophy (Area V), and as QL1 (Area VII). To determine if a course double or triple counts, focus on Areas 1, II, IV, V, and VI (all Areas EXCEPT Area III, which does not allow double counting).

Veterans Affairs

Mount Saint Mary's College is approved by the Bureau of Private Postsecondary and Vocational Education (BPPVE) to certify veterans and other eligible persons so they may use their education benefits. We adhere to the guidelines for Institutions enrolling and certifying veterans and other eligible persons: develop standards for maintaining adequate records, policies for satisfactory progress, previous education and training, conduct, attendance, and graduation requirements and all other requirements in accordance with Code of

Federal Regulation (CFR) 21-4253. For more information on Veteran Affairs, contact the Registrar's Office.

Graduate Programs:

Academic Probation (MSMC catalog page 87)
Failure of a graduate degree or credential student to maintain a 3.0 cumulative GPA places the student on probation. The student will be notified in writing from the Office of the Graduate Dean regarding the probation. A student on probation must achieve a semester GPA of 3.0 or higher during the next two semesters in order to be reinstated to regular standing and may be required to take fewer units of work while on probation. See individual departments for specific probation policies.

Academic Dismissal (MSMC catalog page 88)
A student is subject to dismissal for failure to maintain a 3.0 GPA during the probationary period. Failure to comply with the requirements and regulations of the graduate program and College may also subject a student to dismissal. The Graduate Dean and/or the Graduate Council have the authority to dismiss students and to suspend dismissal.

GENERAL STUDIES REQUIREMENTS

The following are changes or additions to the Baccalaureate General Studies requirements. Unless noted, all other requirements are the same as published in the 2007-2008 Catalog (pages 58 - 66).

VII. Quantitative Litaracy

A. QL1

PHI 5 Introduction to Logic (3)

Correction: Previously listed as satisfying one QL unit.

Academic Support Services Updates

Student Affairs

Career Services (MSMC Catalog page 52)

Associate Program

Career Services provides students with the opportunity for individual counseling to assist with skills assessment, resume writing, and interviewing techniques. Professional staff members are available to help students research information on career positions, as well as internship and volunteer options. In addition, the Career Services staff fosters on-going relationships with a variety of organizations and corporations in order to develop internship and employment opportunities for students.

A variety of events are offered through Career Services. Annual events include an etiquette dinner, a major options workshops series, and a faculty panel discussion addressing graduate studies. Alumnae career panels focusing on different majors and occupations are held throughout the school year. All students are encouraged to enroll in the one unit Career Planning Seminar course that is required for business majors, or the Career Exploration course designed for undeclared or major changers. Pre-health majors are required to take the Careers in Health course.

Career Services maintains several web-based resources including the Mount Career Network. This on-line job posting system provides students with access to full-time and part-time job listings, as well as volunteer and internship opportunities. Additional resources include an on-campus career resource library consisting of books on interviewing, resume writing, major and career options, and job search.

Career Services (MSMC Catalog page 74)

Baccalaureate Program

Career Services provides students with the opportunity for individual counseling to assist with skills assessment, resume writing, and interviewing techniques. Professional staff members are available to help students research information on career positions, as well as internship and volunteer options. In addition, the Career Services staff fosters on-going relationships with a variety of organizations and corporations in order to develop internship and employment opportunities for students.

A variety of events are offered through Career Services. Annual events include an etiquette dinner, a major options workshops series, and a faculty panel discussion addressing graduate studies. Alumnae career panels focusing on different majors and occupations are held throughout the school year. All students are encouraged to enroll in the one unit Career Planning Seminar course that is required for business majors, or the Career Exploration course designed for undeclared or major changers. Pre-health majors are required to take the Careers in Health course.

Career Services maintains several web-based resources including the Mount Career Network. This on-line job posting system provides students with access to full-time and part-time job listings, as well as volunteer and internship opportunities. Additional resources include an on-campus career resource library consisting of books on interviewing, resume writing, major and career options, and job search.

Residence Life (MSMC Catalog page 54 & 76)

Living on at Mount St. Mary's Chalon and Doheny campus can be an enjoyable experience, providing a unique opportunity for individual and group participation in residence hall life. Living and learning

occur throughout the residence hall system and life in the halls complements the academic life of the classroom. Living in the Residence Halls provides opportunities to participate in many activities. A variety of programs and services will be available to you, allowing you to develop personally, spiritually, intellectually, socially, and culturally. Only full-time traditional undergraduates may live in undergraduate housing.

Student residence life is largely self-regulated, under the direction of the Residence Life Staff composed of the Director, Assistant Directors, Administrative Assistant, Graduate Housing Assistant, Head Resident Assistants and Resident Assistants.

For more detailed information on Residence Life guidelines, see the Student Handbook.

An off-campus housing referral listing is available through the Student Activities and Commuter Services Office.

Counseling and Psychological Services (CPS)

(MSMC Catalog page 75 & 53)

MSMC recognizes that emotional health and personal growth are essential components of a successful academic experience. The mission of Counseling and Psychological Services is to enhance the emotional growth of students by promoting balanced lifestyles, positive self-esteem and essential life skills with an emphasis on the development of the whole person. Counseling and Psychological Services provides psychological counseling services and psychoeducational programs for students, as well as responsive consultation to the college community. In counseling, students discuss issues such as stress, anxiety, depression, academic concerns, family and relationship problems, grief, loneliness, eating issues, alcohol/drug problems, dating violence and self-esteem difficulties.

After the initial appointment, a recommendation will be made for individual counseling, group sessions, or referrals to services in the community. Our counseling is short-term, including up to twelve sessions per academic year. Counseling services are available to full-time traditional undergraduates, accelerated nursing students, and physical therapy graduate students.

All sessions are confidential in keeping with professional ethics and state laws. No information about students is shared with their families, the faculty, college administrators, or anyone else without the student's written permission. The only exception to this policy is when limited disclosure is required by law to protect the student or someone else from harm. Counseling and Psychological Services is staffed by licensed psychologists and advanced doctoral level interns.

Student Activities and Commuter Services (SACS)

(MSMC Catalog page 77)

The Student Activities Office coordinates numerous co-curricular events, programs and activities on campus. SACS provides students of Mount St. Mary's College a variety of options for involvement through participation in student clubs, student government, and other leadership opportunities. It is a great resource for certifying organizations, planning events, fundraising and publicity for student organizations. Opportunities to explore the Los Angeles area available through Weekend Programming and Ticket Office which offers discount tickets to movie theaters and themes parks.

The Associated Student Body is also housed in the SACS Office. ASB is the student governing body which is comprised of an Executive Board, the Senate, and the Student Activities Council. The Senate provides students with the opportunity to participate in various College committees and to play an important role in the College's decision making process. The Student Activities Council sponsors

many campus-wide events such as Blood Drives, Lighting of the Circle, and Spring Carnival.

Commuter students are an active and vital part of the Mount St. Mary's College community. SACS is dedicated to meeting the needs of commuter students by providing various programs and services. These services include off-campus housing referrals, lockers, a carpool program, designated carpool parking, Commuter Café, social events and fax service.

Short-term Loans (MSMC Catalog page 76)

Two short-term loans are available to full-time, traditional undergraduate students. Please see details below for each loan.

Academic Emergency Loan: This loan is available during the first two weeks of each semester to current, full time, traditional undergraduate students holding 12 units or more to assist them with academic expenses.

Students may borrow up to $150 per semester through this loan for academic expenses only (such as books). Applications are available at the Student Affairs Office, H200. Applications will be reviewed by a loan officer and a meeting may be required. Applications may take up to 2 business days to be processed.

The Nancy Manning Emergency Loan: This loan is available to students enrolled at the Chalon campus who have attended classes for one semester. This loan is granted to students in need of immediate assistance with educational, housing, transportation or medical expenses. Loans are available up to a maximum of $50 per semester and must be repaid within 30 days from date requested.

The Nancy Manning Loan is interest-free if repaid by the due date. Failure to repay the loan by the due date will result in a $5.00 late fee and interest at the rate of seven percent (7%) per annum thereafter. For further information, please stop by the Student Activities and Commuter Services Office, H110.

Service Learning and Community Engagement

(MSMC Catalog page 52 & 74)

In the spirit of the mission and strategic planning of Mount St. Mary's College, community engagement opportunities exist to offer MSMC students off-campus service and learning experiences at community organizations that promote human and community development. Service-Learning faculty, Career Services staff, the Women's Leadership Program, and the office of Community Engagement work collaboratively with MSMC students to promote healthy, socially-just communities in the greater Los Angeles area. In order to gain knowledge and understanding, assess their own learning through reflection and structured experiences, and become life-long committed advocates for social justice in our world, all Mount students are encouraged to participate in a variety of community engagement and service-learning opportunities.

Women's Leadership Program

(MSMC Catalog page 56 & 78)

The Women's Leadership Program offers many opportunities for leadership skill building and development in order to prepare students as leaders in their communities and future careers. Students are encouraged to develop and strengthen their personal, team, group, and citizen leadership skills throughout their time at the Mount. The program supports students in developing leadership skills through co-curricular activities, workshops, internships, and participation in national conferences.

All MSMC students have the opportunity to document their co-curricular activities in the form of a Leadership Transcript. Students who are part of the Leadership program have opportunities to develop their leadership potential by taking courses and participating in group service projects and other developmental experiences.

The following courses in Leadership are taught by program staff:
LWS 1A: Introduction to Leadership Concepts – Fall
LWS 1B: Orientation Leader Training – Spring
LWS 10: Introduction to Leadership and Women's Studies – Spring

Orientation / First-Year Seminar

(MSMC Catalog page 54)

The Orientation program is designed to assist entering students with their transition to Mount St. Mary's College and to enhance their success at college. Orientation includes an introduction to both the academic and student life aspects of the college and provides for the interaction of new students with faculty, staff, and current students. Orientation for new first-year students is held in July with separate activities for parents. Orientation activities include a movie night and service-learning project. In addition, placement testing, advisement, and course registration are available.

First-year students continue their orientation to the college in SPR 85 (Introduction to College Studies), a one-unit seminar course taught in the fall semester. This class is designed to facilitate the transition from high school to the college environment and provides opportunities to become more familiar with college resources, policies and procedures, study skills, and other strategies for college success.

Orientation / First-Year Seminar

(MSMC Catalog page 76)

The Orientation program is designed to assist entering students with their transition to Mount St. Mary's College and to enhance their success in college. Separate orientation programs specifically designed for new and transfer students are held in the summer. Orientation includes an introduction to both the academic and student life aspects of the college and provides for the interaction of new students with faculty, staff, and current students. Orientation for new first-year students is held in July with separate activities for parents. Orientation activities include a movie night and service-learning project. In addition, placement testing, advisement, and course registration are available. Students entering for the spring semester are provided a one-day orientation program.

First-year students continue their orientation to the college in SPR 85 (Introduction to College Studies), a one-unit seminar course taught in the fall semester. This class is designed to facilitate the transition from high school to the college environment and provides opportunities to become more familiar with college resources, policies and procedures, study skills, and other strategies for college success.

Commuter Services (MSMC Catalog page 52)

Commuter students are an active and vital part of the Mount St. Mary's College community. Commuter Services is dedicated to meeting the needs of commuter students by providing various programs and services. These services include off-campus housing referrals, lockers, a carpool program, a Commuter Lounge in the Wigwam, social events and more. Please contact Commuter Services for more information.

Program and Department Updates

Education Department (MSMC Catalog, page 142)

Early Childhood Education Program
Core Courses

EDU 31 Introduction to Early Childhood Education: Profession and Programs	(3)
EDU 32 ECE: Observation and Curriculum Planning	(3)
EDU 33 Visual and Performing Arts for the Young Child	(3)
EDU 36 Emergent Math and Science Experiences in Preschool Classroom	(3)
EDU 37 Infant and Toddler Development and Care	(3)
EDU 39 Supervised Field Work: Preschool (taken during last semester)	(6)
PSY 12 Child/Human Development	(3)
PSY 36 Language and Literacy Development in the Young Child	(3)
SOC 6 Family, Child, and Community	(3)

Professional Clear "Fifth Year" Credential /Masters Program
Teachers with a preliminary teaching credential who work in private schools where an induction program is not available are eligible to participate in the MSMC Professional Clear Teacher Preparation Program and may complete this program in conjunction with a Master of Science in Education degree. The credential program is approved by the California Commission on Teacher Credentialing and Mount St. Mary's College will recommend you for the credential upon completion of the program. The credential program and the Masters degree program require 30 units of graduate coursework including the four advanced courses listed below (12 units). The remaining 18 units are selected from the coursework offered for the Master of Science in Education enabling candidates to complete the

requirements for the Professional Clear Credential and a Master of Science in Education degree concurrently.

Required Advanced Professional Clear Courses – 12 units

EDU 270B	Special Populations: Supporting Educational Equity and Access	(3)
EDU 213B	Healthy Environments for Student Learning	(3)
EDU 205	Applied Technologies for Educators	(3)
EDU 289	English Learners: Supporting Educational Equity and Access	(3)

Required Masters Project Courses – 6 units

EDU 200	Research Methods	(3)
EDU 296	Masters Project	(3)

Electives – 12 units

While elective courses may be selected from any of the graduate education course offerings, the following courses are recommended. Teachers may also apply for transfer of up to six semester units of graduate credit for courses taken in their content area at an accredited institution of higher education.

EDU 240	Curriculum Design and Evaluation	(3)
EDU 242	Creating Inclusive and Motivating Classroom Environments for All Students	(3)
EDU 245A/B	Formative Assessment Induction Portfolio Review	(3-3)
EDU 246	Grant Writing for Classroom Resources	(3)
EDU 272	Classroom Management for Students with Learning and Behavior Prob.	(3)
EDU 275	Literacy Instruction for Struggling Readers and Writers	(3)
EDU 299	Special Topics in Education	(3)

M.S. in Education with an Emphasis in Instructional Leadership

The Instructional Leadership program is a 30-unit program that prepares experienced teachers for leadership roles in curriculum and instruction.

Required Courses (18 units)

EDU 240	Curriculum Design and Evaluation	(3)
EDU 241	Effective Practices for Coaching and Mentoring Teachers	(3)
EDU 242	Creating Inclusive and Motivating Classroom Environments for All Students	(3)
EDU 243	Teacher Leadership in Professional Development	(3)
EDU 200	Research Methods	(3)
EDU 296A	Masters Project Proposal Seminar	(1)
EDU 296B	Masters Project Seminar	(2)

Recommended Electives (12 units)

While elective courses may be selected from any of the MSMC graduate education course offerings, the following courses are recommended. Teachers may also apply for transfer of up to six semester units of graduate credit for course taken in their content area at an accredited institution of higher education.

EDU 244A/B	National Board Preparation Seminar	(3-3)
EDU 245	Grant Writing for Classroom Resources	(3)
EDU 275	Literacy Instruction for Struggling Readers and Writers	(3)
EDU 272	Classroom Management for Students with Learning and Behavior Problems	(3)
EDU 276	Content Area Instruction for Students with Special Needs	(3)
EDU 289	English Learners: Supporting Educational Equity and Access	(3)

EDU 299 Special Topics in Education (3)

French Studies (MSMC Catalog page 185)

Department Affliation: Language and Culture

French remains the most widely spoken European language outside or English. It remains the language of refinement and culture, but also of diplomacy and business particularly in the European Community.

The department offers majors and a minor . Either major can be completed alone or with another major or minor. The Minor in French Studies can be tucked to any other major.

Prerequisites: FRE 1 and FRE 2 – or Language Fulfillment Alternative (p.67)- fulfill the GS language requirement and are prerequisites for majors and minors.(8 units).

I. Major: French Studies with International Emphasis

The major in French Studies with International Emphasis combines language proficiency with an additional global dimension. This major is designed to familiarize students with the French culture while acquiring an understanding of the world and its complexity.

1. Core Courses required for Majors and Minors

FRE 3 &,4	Intermediate French	(6)
CUL 107	Theory & Practice of Culture	(3)
FRE 101	Writing Lab	(3)
FRE 112	History & Civilization of France	(3)

2. Additional courses required for the French with International Emphasis

FRE 126 French Masterpieces OR

CUL108	World Literature in Translation	(3)
HIS 003	History of the World	(3)
ECO 112	World Economic History	
	OR	
POL 131	International Relations	(3)

3. Study Abroad	(3)
Internship Abroad	(3)

Scholarships will be made available for the Internship abroad.
Total units for the Major: 38 including prerequisites.

II. Major: French Studies

The focus of this major is on language, literature and the culture of France and the francophone world.

I.	*Same Prerequisites*	(8)
II.	*Same Core Courses as above*	(15)

III. Additional upper division courses French Studies

FRE 116	Contemporary Culture and Politics	(3)
FRE 124	Literary Masterpieces	(3)
FRE 128	Twentieth Century Literary Trends	(3)
FRE 191	Senior Thesis	(3)
Plus 2 additional upper division courses		(6)

Total units for the Major in French Studies : 41 including prerequisites

IV. Minor: French Studies

The minor in French studies is designed for students who wish to acquire language and culture proficiency in French. It is designed to be easily added to any other major.

I. Same Core Courses as above (15)

II. An additional 3 upper division courses (9)

Total units for the Minor in French Studies: 24 + 8 prerequisites= 32

History & Political Science Department (MSMC Catalog page 192)

As a subfield in Political Science, International Relations is concerned with political and diplomatic interactions between states-as well as-the formation and impact of international institutions, the role of non-state actors in international politics, and the interactions of domestic and international political actors, groups and institutions. The International Relations minor here at MSMC is designed to give students a deeper understanding of relations between states and a broader understanding of political systems outside of the United States. Students are required to take courses in both International Relations theory and in comparative policy analysis, global issue areas, and regional studies. A total of 6 upper division classes (18 units) in International Relations or Comparative Politics are required to complete the minor.

In addition, students are encouraged, but not required, to complete a foreign language requirement- above and beyond the general studies requirement. Upper division courses not listed below may be approved by the International Relations Advisor. International

Relations students are also strongly encouraged to take advantage of study abroad opportunities and travel courses. Travel courses and study abroad may be considered for credit towards the minor. Participation in world politics simulation courses -while not required- is an integral part of the International Relations experience here at Mount St. Mary's College, and students are encouraged to participate.

Pre-requisites:

Political Science 2 Introduction to Comparative Government

Upper division course requirements:

A. Theory (3 units)

Students must take Pol 131 (3 units), plus 3 units from the remaining Theory courses:

Pol 131 International Relations Theory;
Plus
Pol 130 International Political Economy, or
Pol 150 International Security, or
Pol 142 International Conflict and Cooperation.

AND

And, 4 (12 units) courses from section B:

B. Policy Analysis/Regional Studies/Issue Areas (12 units)

Pol 122 Middle East Politics
Pol 123 African Politics
Pol 124 Latin American Politics

Pol 125 US Foreign Relations
Pol 126 Politics of Former Soviet Union
Pol 128 Politics of Globalization and Interdependence
Pol 132 Political and Economic Development
Pol 135 Selected Problems in International Relations
Pol 137 Ethnic Conflict and Civil War
Pol 138 International Law
Pol 140 North/South Relations
Pol 144 Politics of Europe and European Union
Pol 145 Politics of South East Asia
Pol 146 Military in Politics
Pol 147 Women and Development
Pol 148 Refugees and International Migration
Pol 149 Comparative Foreign Policy
Pol 151 Humanitarian Intervention
Pol 154 US/Mexican Relations

Or

Students may also apply a maximum of 6 units from regional History courses towards the international relations minor

His 147 Europe: The Age of Imperialism
His 150 Introduction to Asian History
His 112 Economic History of Europe
His 113 History and Civilization of Spain
His 124 History of the Middle East
His 130 Colonial Latin America
His 151 History of Modern Japan
His 152 History of Modern China
His 154 History of Modern Mexico
His 162 History and Civilization of Latin America
His 178 Diplomatic History of the U.S.

Liberal Arts Department (MSMC Catalog page 211)

A.A. Degree

Liberal Art Program requirements include:

Literature (unit correction)	(3)
Religious Studies (omitted from catalog)	(3)

Mathematics Department (MSMC Catalog page 216)

Departmental Affiliation: Physical Sciences and Mathematics

While offering students an opportunity to study mathematics as part of a liberal education, the mathematics major serves as excellent preparation for work in fields such as actuarial science, computer science, statistics, secondary teaching, business, or graduate study. Coupled with courses in chemistry and biology, a degree in mathematics also provides excellent preparation for entrance into schools of medicine, dentistry, or optometry.

Courses Required for a B.A. Degree in Mathematics

Lower Division:

Math 5ABC	Calculus I/II/III	(4,4,4)
CIS 2	Introduction to Computer Programming	(3)
MTH 8	Transition to Higher Math	(3)
PHY 11AB	Mechanics/Electricity, Magnetism, and Optics	(4,3)
PHY 1BL	Physics Laboratory	(1)

Students who can demonstrate their proficiency in any of the above courses may enroll in the next course in the sequence. Students who need further preparation in algebra and elementary functions should take MTH 1, College Algebra, before MTH 5A.

Upper Division:

MTH 102	Advanced Calculus	(3)
MTH 103	Linear Algebra	(3)
MTH 111	Abstract Algebra	(3)
MTH 113	Probability and Statistics	(3)
MTH 119	Differential Equations	(3)
MTH 128A	Numerical Analysis	(3)

Twelve units from

MTH 101	Topics in Geometry	(3)
MTH 104	Number Theory	(3)
MTH 105	Complex Analysis	(3)
MTH 120	Discrete Mathematics	(3)
MTH 128B	Numerical Analysis	(3)
MTH 140	History of Mathematics	(1)

Total units in Mathematics:

Plus general studies requirements and electives totaling 124 semester units, including foreign language requirement. An overall GPA of 2.0 in major courses is required for the degree.

The Minor in Mathematics

A minimum of seven courses including the following:

MTH 5ABC	Calculus I/II/III	(4,4,4)
MTH 103	Linear Algebra	(3)

At least 3 additional upper-division courses (or MTH 8) chosen in consultation with the student's advisor.

The Minor in Computer Programming

Lower Division:

MTH 5AB	Calculus I/II	(4,4)
CIS 2	Introduction to Computer Programming	(3)

Upper Division:

MTH 125	Programming	(3)

Two additional upper division courses chosen in consultation with the student's advisor from the following:

MTH 120	Discrete Mathematics	(3)
MTH 128AB	Numerical Analysis	(3,3)
MTH 135	Structure and Comparison of Programming Languages	(3)

Nursing Department (MSMC Catalog page 228)

Associate in Arts Degree in Nursing Updates:
(MSMC Catalog page 233)

Admission Policy
In addition to meeting the general college admission requirements, a candidate must meet a cumulative GPA of 2.50 in all transferable college work, a GPA of 2.5 in all transferable science courses, and have completed prerequisite college level chemistry, general psychology and English 1A, or equivalent courses, with a grade of C or better.

Academic Policy
Dosage Calculation Examination: Accurate calculation of drug dosages is a skill that is necessary for the safe and effective practice of nursing. Serious harm to a client can result from math errors. Incorrectly calculated or measured dosages are the leading cause of error in the administration of medications. A drug error is a violation of a client's rights. Therefore, it is extremely important that nurses and nursing students demonstrate competence in such calculations. A dosage calculations exam will be given regularly throughout the curriculum. A minimum 100% score is required on this test. If a score of less than 100% is achieved, a second test will be given. The second test must be passed with 100% proficiency to remain in this course. If unsuccessful on the second attempt the

student must drop the theory, skills lab, and clinical courses for that session. If in a subsequent course the math proficiency test is not passed at the 100% benchmark, the student may be disqualified from the program.

Bachelor of Science Degree in Nursing Updates:
(MSMC Catalog page 240)

Admissions Policy
In addition to meeting the general admission requirements, acceptance into the Department of Nursing is determined by the Nursing Department Admissions Committee, based on nursing admission requirements and space availability. Therefore, admission to Mount St. Mary's College (MSMC) does not constitute admission to the nursing program. In order to be eligible for review for admission to the nursing program, applicants must be admitted to the College and then fulfill nursing admission requirements. Admission to the sophomore nursing courses is considered for fall semester only. Nursing Department admission is determined through a selective application process which involves evaluation of the strength of each student's academic preparation including: cumulative GPA, science GPA, successful demonstration of English competency, and department determined requirements.

The ATI Test of Essential Academic Skills (TEAS) test will be required for pre-nursing admission process. The TEAS was developed to measure basic essential skills in the academic content area domains of Reading, Mathematics, Science, and English and Language Usage. The results of the test will be part of your admission evaluation. Preparation tools are available for students through the online site www.atitesting.com/onlinestore.

Academic Policies
A departmental math exam is not longer required by the BSN program. The TEAS test will now be required.

Physical Therapy Department (MSMC Catalog page 269)

This post-baccalaureate degree program offers professional education based on a foundation of liberal arts and sciences. It is a three-year (9 semester) program of academic rigor requiring full time study throughout the curriculum. Concentration on the basic and clinical sciences is integrated with physical therapy patient/client management principles and procedures. The total educational experience of the student involves life-long learning, and the physical therapy curriculum facilitates this value throughout the student's acquisition of knowledge and development of intellectual skills, professional behaviors, cognitive abilities, and practice competencies. The program design provides early and continual integration of clinical experiences that foster maximum development of the student's clinical thought processes, and provides opportunities for mastery of the personal and skill-based competencies requisite for entry-level practice. The Physical Therapy Department is committed to providing an education that enables graduates to be generalist practitioners of the highest quality. The learning environment nurtures students to become skilled professional practitioners, possessing the skills of clinical reasoning and effective communication education. Students experience and discover the person and service-oriented aspects of health care including:

- An understanding of the holistic nature of health, integrating body, mind, spirit and emotion

- An understanding of human beings and their inherent dignity, and their diverse cultures and ethnicity
- A respect for the role of compassion and communication in health and healing
- A respect for the role of mutual trust and responsibility in patient relationships
- An ethical basis for decision making

As integral members of the health care team, graduates impart their knowledge and skill through competent and compassionate patient care, enlightened education, scholarly activity and research, quality consultation and a commitment to life-long learning and professional development.

The program is accredited by the Commission on Accreditation in Physical Therapy Education, the official accrediting body for Physical Therapy Education Programs. Upon successful completion of all clinical and academic requirements, the degree of Doctor of Physical Therapy is awarded. Graduates are eligible for licensure in all fifty states, the District of Columbia, and Puerto Rico.

Required Documents Include:

- Transcripts: one official copy from each college attended
- Three recommendations (academic, physical therapist, and interpersonal skills assessment)
- Statement of Interest as well as evidence of physical therapy experience
- Admission Interview required (scheduled upon preliminary review of the application)
- Official GRE Score Report or TOEFL

Admission Requirements:

- Cumulative Grade Point Average (for the last 30 units of study) of 3.0 on a 4.0 scale.
- Pre-requisite Grade Point Average for all science courses of 3.0 on a 4.0 scale.
- Composite Score of 1000 on the Verbal and Quantitative sections of the Graduate Record Examination.
- Knowledge of the profession attained preferably by paid or volunteer clinical experience including outpatient and inpatient settings.
- Demonstration of satisfactory written and oral communication skill (essay and interview).
- For applicants whose first language is other than English, a TOEFL score of at least 550.
- Acceptable recommendations: one from an academician with direct knowledge of the applicant's academic ability; one from a physical therapist who can address the applicant's clinical potential and communication skills; and one from an individual who can address the applicant's problem solving skills
- Submission of completed application with all official transcripts, recommendation forms, Graduate Record Examination results, and the $75.00 application fee. Admission decisions for Fall begin the previous October. For guaranteed consideration, documents must be received by December 1.
- Admission decisions are made within 2 weeks of application and interview.

Prerequisite Coursework

To be acceptable, letter grades of C or higher are required. All prerequisite courses must be taken on a graded basis. All science courses must have laboratories. The requirements presented are on the

semester system. If the applicant has attended an institution which is on the quarter system, it must be recognized that three quarter units are equivalent to two semester units. Prerequisite science courses must have been taken within the last ten (10) years at an accredited college or university in the United States. Introductory courses are not accepted for credit toward prerequisite course work. All applicants must show evidence of satisfactory completion of the following courses:

Biology (General) 2 semesters (8 units)
Upper division science (3 units)
Chemistry: 2 semesters (8 units)
Communication: 1 semester written (3 units), 1 semester speech (3 units)
Human Anatomy: 1 semester (4 units)
Human Physiology: 1 semester (4 units)
Physics: 2 semesters (8 units)
Psychology: 3 semesters (9 units): general, two elective
Statistics: 1 semester (3 units)

Recommended (not required):

Computer Science/Literacy
Critical Thinking
Ethics
Gerontology
Kinesiology
Motor Learning/Development

All courses must be completed by the summer prior to enrollment in the program.

Admissions decisions are made on a rolling basis. To be considered for priority admission, applications must be submitted directly to the

Office of Graduate Admissions and must be postmarked by or before December 1 of the year prior to intended enrollment. Applications will be processed only when the application fee is paid and all transcripts, GRE scores, and letter of recommendation forms are received.

The Physical Therapy Admission Committee retains discretionary authority in the application of all the criteria for admission and their decision is final. Applicants will be notified of their status within 2 weeks of application and interview. Applicants for admission are considered on the basis of the qualifications of each student without regard for race, religion, sex, age, national or state origin. Individuals who have received their Baccalaureate degree outside of the United States must have their credentials and transcripts evaluated by a recognized credential evaluation agency before the application for admission to the DPT degree program will be considered.

Clinical facilities are utilized throughout California and the United States.

Financial Arrangements

Students are responsible for the financing of their education. Information and assistance is available and should be directly requested from the Office of Student Financing. For the tuition expenses for the DPT program, see the tuition expense section at the beginning of this catalog, or on the College website at http://www.msmc.la.edu.

Requirements for the Professional Program

The Doctor of Physical Therapy program offers the student an entry-level professional degree. As such, to remain in the program, the student must achieve grades of C or higher in all didactic physical therapy course work. A grade point average of 3.0 is required in each

semester for continuation in the program. The letter grade of C- in one course results in suspension from the program until the course is repeated and a letter grade of C or higher is achieved. One repeat of a course is permitted. Letter grades of two or more C-s or Ds or one F results in dismissal/disqualification from the program. Clinical education is graded on an A, B or NC basis. The student must receive a grade of B for each clinical affiliation. A student may not be advanced to the next component of the curriculum until a grade of B is attained. More than one failed clinical affiliation results in dismissal from the program. A cumulative average of less than 3.0 in any given semester will result in academic probation. Two sequential semesters of academic probation will result in dismissal from the program. In order to remain in the program, the student must obtain a 3.0 cumulative GPA by the end of the academic semester immediately following the semester that resulted in probation status. If student performance in a clinical setting is deemed unsatisfactory or unsafe according to the standards of the facility, the College, the accrediting agency, or the state, the student may be suspended or disqualified from the program.

Before enrollment and at the beginning of the second and third years, students must submit written evidence of a chest x-ray, current immunization and a physical examination. Health information must be current and on file with MSMC's Student Health Services for the length of the program. Students are also responsible for fulfilling additional requirements of clinical affliation sites. Students are responsible for their own housing and transportation during clinical affiliations. During all clinical aspects of the program, students are required to carry health insurance and malpractice insurance.

Psychology Department

The following changes have been made:

Master in Counseling Psychology (MSMC Catalog page 295): Specialization name change to: Human Services and Community Counseling

Spanish Studies (MSMC Catalog page 345)

Department Affliation: Language and Culture

Spanish Studies with Translation Emphasis

Prerequisites: Spa 1 and Spa 2 (8 units) or Language Fulfillment Alternative (p.67)

1. Core Courses required for Majors and Minors

SPA 3 &,4	Intermediate Spanish	(6)
CUL 107	Theory & Practice of Culture	(3)
SPA 109	Writing Lab	(3)
SPA 112	Civilization & Culture of Spain	(3)
or		
SPA 44/144	Civilization & Culture of Latin America	(3)
SPA	Upper Division	(3)

2. Additional courses required for the Spanish Emphasis in Translation

SPA 114	Translation	(3)
SPA 114	Advance Translation	(3)

SPA 190 Internship (3)

Total units: 8 units prerequisites and 30 units.

Course Descriptions

CUL 108 World Literature in Translation **(3)**
(New Course)
Explores world cultures through short stories and novels from around the world in translation.

EDU 213B: Healthy Environments for Student Learning **(3)**
(Change in Course Description)
This advanced course addresses major concepts and principles related to creating a supportive, healthy environment for student learning. Teachers will identify health and safety factors that influence student well-being. They will become knowledgeable about school and community resources that support health and safety including accident prevention strategies, violence prevention, conflict resolution, the adopted health curriculum, and school and community health and mental health resources. Teachers will also investigate strategies for building a classroom climate of trust and respect where students can develop positive social skills. They will practice means for working constructively with students, families, and community members to create safe school environments that respect the rights of teachers and students. All course assignments will be applied to the teaching assignment. Course assignments require application of principles in the teacher's current teaching context. *Prerequisite: Preliminary teaching credential. Approved by the California Commission on Teacher Credentialing for the Level II health requirement for the Fifth Year Professional Clear Credential, meets requirements for Induction Standard 18.*

EDU 205: Applied Technologies for Educators **(3)**
(Change in Course Description)
This course is an advanced seminar in which teachers study the pedagogical implications of technology in education and gain

practical experience in integrating technology into classroom instruction. In addition to applying common software (word processing, spreadsheets, database, multi-media) to educational objectives, teachers will be engaged in projects utilizing collaborative dialogue tools (email, discussion groups), teleconferencing, internet research, electronic portfolios and distance learning. Teaching media literacy for the critical use of resources obtained through technology will be emphasized. Course assignments require application of principles in the teacher's current teaching context. *Prerequisite: Preliminary credential and demonstration of general technological knowledge and skills. Approved by the California Commission on Teacher Credentialing for the Level II technology requirement for the Fifth Year Professional Clear Credential, meets requirements for Induction Standard 16.*

EDU 270B: Special Populations: Supporting Educational Equity and Access Special Populations (3)
(Change in Course Description)
This course reviews the historical and philosophical significance of special education and the education of gifted and talented students and effective practices for meeting these students needs in a general education environment. The legal and administrative framework for the education of exceptional learners in California is addressed with an emphasis on the policies and procedures in the candidate's school district for identifying and providing services for these students. Coursework will emphasize the development of positive, inclusive classrooms with differentiated instruction designed to enable all students to achieve at high performance levels. All course requirements will be applied in the teacher's current teaching assignment. *Prerequisite: Preliminary teaching credential. Approved by the California Commission on Teacher Credentialing for the Level II special populations requirement for the Fifth Year*

Professional Clear Credential, meets requirements for Induction Standard 20.

EDU 289 English Learners: Supporting Educational Equity and Access **(3)**

(Change in Course Description)

This advanced course for teachers reviews the historical and philosophical issues related to the education of linguistically diverse students. This course focuses on the delivery of specialized instruction for English learners that will support equity in access to the core curriculum. Teachers will become knowledgeable about the demographics related to English language learners, instructional programs, school organizational structures, and resources designed to meet the needs of English learners, particularly those in their own district. They will develop skills in designing, implementing and evaluating instructional programs to support English language development and access to the core academic curriculum for English learners. Teachers will learn strategies useful for English Language Development and Specially Designed Academic Instruction in English. Teachers will learn to use assessments of English learners, including the California English Language Development Test, to diagnose students' language abilities relative to the core academic curriculum and plan appropriate instruction. Course assignments require application of principles in the teacher's current teaching context. Teachers will also develop practices that foster an inclusive environment for English learners. *Prerequisite: Preliminary teaching credential. Approved by the California Commission on Teacher Credentialing for Level II English language learner requirement for the Fifth Year California Professional Clear Credential, meets requirements for Induction Standard 19.*

EDU 240 Curriculum Design and Evaluation (3)
(New Course)
This course prepares teachers to take leadership roles in curriculum and program design. Using principles of *Understanding by Design,* teachers will identify standards-based student outcomes and design curricula that will enable students to reach those academic goals. These curriculum design skills will be used to critically analyze and adapt existing curricula as well as design new curricula. Teachers will develop skills in formative and summative program evaluation to examine the effects of curriculum innovation on student performance and modify curricula based on those findings. *Prerequisite: Preliminary Teaching Credential*

EDU 241 Effective Practices for Coaching and Mentoring Teachers (3)
(New Course)
This course will equip teacher leaders with the theoretical understanding and knowledge and skill necessary to coach and/or mentor first-year teachers as well as experienced teachers wishing to examine their practice. This course will focus on the development of the knowledge and skills to assist teachers in developing a cycle of reflective practice and improving their pedagogy. Teacher leaders will also learn and apply key features of adult learning and development. Additional topics will include building rapport among colleagues, conducting classroom observations, developing effective listening and questioning skills, providing constructive feedback to colleagues, and fostering a collaborative working environment among all stakeholders. Course content will include Formative Assessment Training and fieldwork for BTSA Induction Support Providers. *Prerequisite: Preliminary Teaching Credential and three years of teaching experience.*

EDU 242 Creating Inclusive and Motivating Classroom Environments for All Students (3)
(New Course)
This course focuses on enhancing teachers' abilities to engage a diverse body of students, including those often described as reluctant learners, marginalized, or at risk of failure within our school system. Teachers will develop their capacity to increase student motivation through an examination of various theories linked to practical applications. For example, using principles of critical pedagogy, teachers will link curriculum to issues students face in their daily lives. Strategies learned will include those aimed at helping students build self-determination as they take responsibility for and think critically about their learning. Teachers will hone their pedagogy to enhance teacher-student relationships, maximize learning opportunities through cooperative and collaborative learning, differentiate instruction, and create an environment where all students can be successful. *Prerequisite: Preliminary Teaching Credential. Meets requirements for Induction Standard 17.*

EDU 243 Teacher Leadership in Professional Development (3)
(New Course)
Teacher leaders are often asked to develop professional development activities in their areas of expertise. This course will provide a foundation in the design of professional development programs and effective pedagogy for adult learners. Teachers will conduct a needs assessment to determine the professional development needs for their school in a particular area, design and implement a professional development program to address these needs, and evaluate the effects of the program on teaching skills and student outcomes. In addition, teachers will develop their presentation and publication skills. *Prerequisite: Preliminary Teaching Credential and three years of teaching experience.*

EDU 244A/B National Boards Preparation Seminar (3-3)
Taught by a National Board certified teacher, this two-semester seminar will guide teachers through the preparation for the completion of the portfolio and assessment requirements for National Board certification in their discipline area. *Prerequisite: Preliminary Teaching Credential and three years of teaching experience*

EDU 245A/B Formative Assessment Induction Portfolio Review (3-6)
(New Course)
Teachers participating in an Induction Program may submit their final formative assessment induction portfolio for review for up to six graduate credit units. The portfolio is reviewed for credit according to an evaluation rubric available from the Education Department. The portfolio may be submitted for evaluation up to one year after completion of an induction program. An evaluation fee of $200 is charged. *Prerequisite: Acceptance in the Professional Clear Teacher Preparation Program and participation in an approved Induction Program.*

EDU 246 Grant Writing for Classroom Resources (3)
(New Course)
Grant writing is often the only way to obtain much needed resources for classrooms, especially when implementing innovative curricula and programs. In this course, teachers will learn how to identify grant opportunities, design a project with defined student outcomes that meet the grant specifications, develop a budget, monitor grant implementation, and write a final grant report. *Prerequisite: Preliminary Teaching Credential.*

EDU 296A Masters Project Proposal (1 - 2 units)
Students work with their project advisor in this course to design a proposal for an action research project to be completed in their

classroom. The masters project provides an opportunity for the candidate to develop competency in researching an issue relevant to their teaching practice, designing and implementing a project focused on this issue that will improve their practice, and preparing and presenting a report of the research findings. *Prerequisite: Official score report with a passing score on all subtests of the required CSET subject matter examination and employment as a teacher.*

EDU 296B Masters Project (1 - 2 units)
Candidates work with their project advisor in this course to implement their masters project proposal and write the final project report. *Prerequisite: EDU 200 and satisfactory completion of EDU 296A as evidenced by an approved masters project proposal.*

EDU 323 Supervised Teaching Culminating Seminar: Special Education (2)
(New Course)
This course is the final seminar in the Education Specialist Teacher Preparation Program. Taken concurrently with the supervised teaching fieldwork, it provides a culminating forum for discussion, reflection, and goal-setting toward developing professionalism as a teacher. Candidates develop a professional portfolio that documents their competence on the professional standards for Education Specialists. Included in the portfolio are Teacher Performance Assessment Tasks that are completed during the supervised teaching experience and evaluated by trained assessors.

ENG 1AB Freshman English (3)
Completion with a grade of C (2.0) or better and a score of 4 or better on the Writing Exit test fulfills Communication Skills requirement in writing for both the Associate and Baccalaureate degrees. Principles and practice of writing with attention to analytical reading. Includes

discussion skills, library usage, research techniques, and an introduction to literature. *Completion with a grade of C or better.*

ENG 1C Freshman English (3)
A critical-thinking version of ENG 1B that examines the principles of argumentation. Completion with a grade of C (2.0) or better and score of 4 or better on the Writing Exit test fulfills Communication Skills requirement in writing for both the Associate and Baccalaureate degrees; it also fulfills the Critical Thinking requirement for the Baccalaureate degree. *GS-IA, II Prerequisite: ENG 1A. Completion with a grade of C or better.*

MTH 8 Transition to Higher Math (3)
(New Course)
The goal of this course is to ease the transition from lower-division mathematics courses to upper-division mathematics courses. In this course students will gain experience working with abstract ideas at a nontrivial level and understanding and writing proofs, in order to achieve the sophisticated blend of knowledge, discipline, and creativity that we call "mathematical maturity." Topics include logic, finite and infinite sets, functions, and problem solving. *Prerequisite: MTH 5A*

MTH 30 Calculus for Business
Deleted

NUR 24E Nursing Elective (1)
(New Course)
This course is offered to students during the summer session who need one unit of academic course work to be eligible for financial aid. The course focuses on the protection mode of the Roy Adaptation Model. The role of the nurse as patient advocate and environmental

safety issues are explored in the perioperative setting. Credit/No Credit. Must be enrolled with NUR 24 to be eligible for the course.

NUR 190 Adaptive Nursing: Elder Adult (1.5)
(Change in Course Description)
This one and a half unit gerontology course provides the senior level-nursing student with the principles of the Functional Consequences Theory as it relates to the Roy Adaptation Model. The student will apply both Models to the psychological and physiological functions of the older adult. Topics also include functional assessment, characteristics of today's older adults in the United States and issues regarding long-term care. Additionally, the student will carry out in-depth research in a gerontology-related subject. This research will be presented in a formal paper.

NUR 191 Practicum: Elder Adult Clincal Conference
(Change in Course Description)
This course provides each senior nursing student with the opportunity to practice gerontology nursing in an agency that services the older client. The Roy Adaptation Model and the Functional Consequences Theory are utilized to promote optimum health for the older client. The student will write a care plan with one modification for one older adult for which she/he is the caregiver. The student, depending upon the clinical agency, will practice either the role of the registered nurse case manager or the role of the registered nurse in a nurse run clinic. Conducting a teaching presentation for the older adult, the older adult's significant other/caregiver and/or the agency's staff will also be an integral part of the practicum.

PTH
Integrative Seminars

PT 441 Integrative Seminar I (1)
PT 442 Integrative Seminar II (1)

PT 444 Integrative Seminar III (1)

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